DAY 1: Main Idea and Supporting Details

A neighborhood garden began on an unused plot. Volunteers tested soil, cleared litter and mapped sunlight. Families planted in April. In June, gardeners counted surviving seedlings. A Saturday reading circle was also held. The organizers wanted to grow food and provide a place to learn together.

1. State the passage's main idea in one complete sentence.

2. Name two preparations completed before planting.

3. Which month did families plant?

4. What did the gardeners record in June?

5. Which sentence supports the claim that the project encouraged learning?

6. Distinguish the organizers' stated aim from an observed result.

7. Write a two-sentence summary without adding new claims.

8. Write a different title that accurately reflects the entire passage.

DAY 2: Fact, Inference and Author Purpose

A student observed 18 reusable bottles on Monday and 25 on Friday. A poster was added Tuesday. The student said the poster may have helped but the Friday schedule might explain more people passing through.

1. Identify two directly reported observations.

2. Compute the difference between Friday's and Monday's counts.

3. State the student's inference.

4. Why is that inference not proved?

5. Name another possible explanation mentioned in the text.

6. What evidence could strengthen the inference?

7. Write a cautious claim using may or might.

8. Explain whether the passage mainly informs, persuades or entertains.

DAY 3: Paragraph Structure and Transitions

Students chose a question about shadows, measured a marked stick at three times, graphed measurements, then explained the observed change. Do not invent measurements.

1. Identify the process described.

2. List the four steps in order.

3. Which transition signals the final step?

4. Write a topic sentence for the passage.

5. Rewrite They did a thing with the numbers using precise words.

6. Write one possible concluding sentence without inventing measurement results.

7. Combine two short sentences with an appropriate transition.

8. Write a five-sentence explanatory paragraph about a familiar safe process.

DAY 4: Vocabulary, Context and Revision

Two rain collectors had broad and narrow openings. Students predicted different amounts collected and planned to test them in the same place for the same period.

1. What does predicted mean here?

2. Identify an antonym pair in the passage.

3. Why should both containers be tested in the same location?

4. Rewrite the big one got stuff using precise language.

5. Identify a variable the students planned to change.

6. Identify a condition they planned to hold the same.

7. Add one sentence explaining how they should measure the results.

8. Revise: the students was testing two container.

DAY 5: Independent Reading and Composition Assessment

A library ran a repair workshop. Volunteers fixed books and backpack straps. Attendance was 14 first session and 19 second session. Organizers planned to collect feedback before deciding future dates.

1. Give the main idea.

2. Identify two workshop activities.

3. How many more attended the second session?

4. Why would it be premature to predict future attendance?

5. Find one detail showing organizers planned to gather more evidence.

6. Explain whether the organizers' pleasure is a fact, inference or reported feeling.

7. Write an accurate three-sentence summary.

8. Write a five- to seven-sentence explanation of why careful evidence improves community decisions.